

CTE Standards Unpacking Certified Nursing Assistant

Course: Certified Nursing Assistant

Course Description: Gateway to Certified Nursing Assistant is designed to empower high school students to take charge of and set a course for their future. It will prepare them to graduate with marketable skills and a real-world work connection. Students will be informed of the roles of the Certified Nursing Assistant focusing on direct patient care. After completing this portion for the Certified Nursing Assistant course a student would need only to pass the state examinations in order to become a Certified Nursing Assistant. Clinical hours may be required to meet certification requirements.

Career Cluster: Health Science

Prerequisites: None

Program of Study Application: Gateway to Certified Nursing Assistant is the first pathway course in the Health Science career cluster, Therapeutic Services pathway. The course would follow participation in one or more cluster courses. Completion of Gateway to Certified Nursing Assistant would prepare a student to participate in further pathway courses in the Therapeutic Services pathway or a capstone experience.

INDICATOR #CNA 1: Discuss the Certified Nursing Assistant (CNA) certification process and roles of the CNA in the healthcare environment.		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Discuss laws and regulations that govern the work and certification of the nurse assistants.		
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify the job duties and requirements of a nurse assistant.		
Knowledge (Factual): -CNA Certification Process -CNA Laws and Regulations -CNA Job Duties and Roles	Understand (Conceptual): -Importance of following CNA laws and regulations -Importance of following the scope of practice of a CNA and implications for not doing so -Value of receiving and maintaining a CNA certification	Do (Application): -Research the CNA certification process -Begin the CNA certification process -Research the role of a CNA in a healthcare environment
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Identify the main duties/roles of a CNA List implications for acting outside the scope of practice of a CNA 		

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Fill out certification application successfully.</p> <p>-Research, analyze, and identify the main duties and roles of a CNA.</p>

INDICATOR #CNA 2: Identify and implement principles related to infection control and basic safety/emergency situations.		
SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Identify Certified Nursing Assistant's role in infection control procedures in reference to Centers for Disease Control, Occupational Safety Health Administration, and National Institute of Health.		
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Discuss and demonstrate safety procedures within the healthcare environment.		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Infection control procedures -Administrations overseeing safety and infection control -Basic safety and emergency situations 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Importance of following strict infection control procedures in order to prevent spread of infection -Value of safety procedures set forth by overseeing administrations -Importance of knowing emergency protocols 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Practice applying personal protective equipment -Research various consequences of not following proper safety and infection control practices -Interview a representative from one of the three administrations or an infection control professional within the local community

Benchmarks:

Students will be assessed on their ability to:

- Demonstrate appropriate infection control practices in given scenarios
- Identify differences and similarities between the three administrations overseeing infection control
- Write a reflection on the risks of not following infection control and safety practices

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

ELA 9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

HSA-CED.A.2 Create equations in two or more variables to represent relationships between quantities, graph equations on coordinates axes with labels and scales (exponential functions)

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce

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Sample Performance Task Aligned to the Academic Standard(s):

-Write a reflection paper about the risks of not following the infection control and safety practices.

-Model an outbreak scenario with an exponential function and graphic representation to make predictions

-Explore animal group and individual behaviors as they pertain to altruism and species survival.

-Discuss genetic probabilities as related to an outbreak situation. Practice Punnett Squares to show possible outcomes of "good" traits versus "bad/infected" traits and calculate probabilities of survival of each trait type.

INDICATOR #CNA 3: Measure and record patient/resident's health-related vital data/statistics.		
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Collect and document baseline information, including vital signs, height and weight.		
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Identify normal ranges for vital signs, and list factors which can affect vital signs.		
Knowledge (Factual): -Methods of obtaining vital signs -Normal ranges of vital signs -Factors that affect vital signs -Equipment used to measure vital signs -Methods of documentation	Understand (Conceptual): -Importance of gathering accurate data -Value of comprehensive documentation -Proper use of medical equipment and maintenance protocol -Significance of measurements outside normal base ranges and following proper chain of command	Do (Application): -Practice obtaining and documenting temperature, height, weight, blood pressure, pulse, respiration, and oxygen saturation -Research factors and symptoms that affect abnormal vital signs
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Identify appropriate vital sign ranges • Demonstrate proper usage of medical equipment used to obtain vital signs 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems, choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems.	Sample Performance Task Aligned to the Academic Standard(s): -Take measurements in standard units and make conversions to metric units most specifically height, weight, and temperature. -Develop a set of inequalities to represent the acceptable ranges of vital signs	

HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	-Research how DNA and genes influence vital sign ranges dependent upon gender, race, and age of individuals
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INDICATOR #CNA 4: Understand patient/resident's environment, basic human needs, and the importance of hygiene.

SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Identify the importance of basic physical human needs of the patient/resident.

SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Identify the importance of the patient/resident's psychosocial needs.

Knowledge (Factual): -Hygiene practices -Basic physical and psychosocial human needs -Healthcare environments	Understand (Conceptual): -Importance of following and maintaining proper hygiene for patients and residents -Value of understanding Maslow's Hierarchy of Needs when caring for residents and patients -Importance of maintaining a clean and organized working environment for safety	Do (Application): -Practice bathing residents, washing hair, brushing teeth, handwashing, changing soiled linens, transferring residents and patients, and other CNA skills -Research Maslow's Hierarchy and other human needs studies for caring for residents and patients
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Benchmarks:

Students will be assessed on their ability to:

- Demonstrate proficiency using Maslow's Hierarchy of Needs by utilizing case studies and graphic organizers
- Identify potential safety/hygiene risks in a given healthcare setting
- Write a reflection emphasizing the research supported practices of caring for both the physical and psychosocial needs of residents and patients

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Utilize Maslow's and case studies to identify physical and psychosocial needs of a patient/resident and how that affects their care.</p> <p>-Write a reflection emphasizing the research supported practices of caring for both the physical and psychosocial needs of residents and patients.</p>

INDICATOR #CNA 5: Understand care involving cognitive impairment, mental illness, and death and dying.		
SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Identify effective strategies when caring for cognitively altered and mentally ill patients.		
SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Understand the basic needs and care during patient/resident's death and grieving process.		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Death/dying process of a patient or resident -Strategies for caring for cognitively or mentally impaired individuals -Steps of performing postmortem care -Types of cognitive and mental impairments 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Importance of the CNA role in the death/dying process -Value of calm and appropriate demeanor when caring for cognitively or mentally impaired individuals 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Review and practice proper postmortem care procedures -Research the signs and symptoms of death/dying -Review strategies for caring for cognitively or mentally impaired individuals

Benchmarks:

Students will be assessed on their ability to:

- Identify characteristics of the different types of cognitive and mental impairment diagnoses
- Utilize case studies and examples to properly identify the five stages of grief

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

ELA 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Sample Performance Task Aligned to the Academic Standard(s):

-Analyze the five stages of grief and utilize case studies to identify the needs of the resident or patient.

-Identify and analyze characteristics of the different types of cognitive and mental impairment diagnoses.

Additional Resources

- Maslow's Hierarchy of Needs: <https://www.simplypsychology.org/maslow.html>
- CNA official website: <http://sdhca.org/>
- Free CNA Practice Exams:
 - <http://cna.plus/cna-practice-test-exam/>
 - <https://cnaexamcram.com/cna-practice-test/>
- Skills USA Competitive Events: <http://www.skillsusa.org/>
- Quizlet CNA Review Cards: <https://quizlet.com/16124958/cna-practice-exam-flash-cards/>
- CNA Apps for Phone
 - <https://play.google.com/store/apps/details?id=com.pocketprep.cna&hl=en>
 - https://play.google.com/store/apps/details?id=com.imprtrax.cna_exam_practice_test_app&hl=en
 - <https://play.google.com/store/apps/details?id=com.hltcorp.cna&hl=en>
- CNA Review Guides: <https://www.google.com/search?q=CNA+review+guides&oq=CNA+review+guides&aqs=chrome..69i57j0l5.4643j0j4&sourceid=chrome&ie=UTF-8#q=cna+skills+test+study+guide&tbm=shop&spd=5938453203553381831>

- HOSA Competitive Event Guidelines (Nursing Assisting):
<http://www.hosa.org/guidelines>
- CDC Infection Control - <https://www.cdc.gov/infectioncontrol/index.html>
- OSHA Occupational Safety and Health Administration: <https://www.osha.gov/>
- NIH National Institute of Allergens and Infectious Diseases
<https://www.niaid.nih.gov/>